DOCUMENT RESUME

ED 187 781 UD 020 464

AUTHOR	Lacour, Bernard; Hixson, Judson
TITLE	The Purposes and Goals of School Desegregation in Chicago: Position Papers Submitted to the City-Wide Advisory Committee.
INSTITUTION	Chicago Urban League, Ill. Dept. of Research.
PUB DATE	Oct 77
NOTE	62p.; Not available in paper copy due to reproduction quality of original document. Maps and the article "Harvard Vocational Schools" have been deleted due to reproducibility factors. For related documents see UD 020 462-463.
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Board of Education Policy; *Desegregation Methods; *Desegregation Plans; Elementary Secondary Education; *Needs Assessment; *Policy Formation; Position Papers; Racial Integration; *Racially Balanced Schools; *School Desegregation
IDENTIFIERS	*Illinois (Chicago)

ABSTRACT

This document includes statements of the position of the Chicago Urban League (CUL) on eight issues pertaining to the desegregation of the Chicago Public Schools. In the introduction, "The General Purposes and Goals for a Desegregation Plan," the CUL states its support for the racial integration of students, including some mandatory assignments to achieve desegregation, although the CUL does not necessarily support racial balance in every school. The issues addressed in the position statements are (1) grade reorganization and consolidation of facilities, (2) high school feeder patterns and attendance rates, (3) reformulation of administrative sub-districts, (4) vocational education centers, (5) optional programs currently available, (6) teacher-involved parent education programs, (7) parent monitoring and evaluation committees, and (8) continuation of the city wide advisory committee. For each issue, the CUL states its position and provides a supporting narrative/rationale. (MK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED187781

BEST COPY AVAILABLE

THE PURPOSES AND GOALS OF SCHOOL DESEGREGATION IN CHICAGO

A POSITION STATEMENT TO THE CITY-WIDE ADVISORY COMMITTEE

BEST COPY AVAILABLE

SUBMITTED BY:

THE CHICAGO URBAN LEAGUE
JAMES W. COMPTON, EXECUTIVE DIRECTOR

OCTOBER, 1977

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Roger Fox
Chicago Urban League
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Bernard Lacour,
Research Specialist

Judson Hixson,
Education Director

UD020464

THE PURPOSES AND GOALS OF SCHOOL DESEGREGATION IN CHICAGO

The Duty and Responsibility of the Desegregation Planning Committee

The City-Wide Advisory Committee for "Equalizing Educational Opportunity in the New Chicago," even by acceptance of this euphemistic title, has for several weeks been maneuvering around its principal responsibility, rather than meeting it head on. Perhaps, it is for avoidance of our primary purpose that the committee has produced nearly nothing of substance to date. All the while, the public has been well aware of our reason for being; to continue as we have, will at best make our existence and proposed function appear entirely cosmetic. At worst the committee might be suspected of deception, and concealment of a true intention which it thinks unpopular, and which it may find difficult to defend.

This committee has the task of planning alterations in the racial makeup of enrollments in Chicago public schools. Our plan must include assurances of this achievement, going beyond hopes and good wishes. We cannot remain silent on the question of whether or not Chicago public school pupils shall be reassigned to attendance centers for the explicit and primary purpose of creating racially mixed groups. The Committee must decide openly and immediately whether or not it is prepared to recommend a compulsory transfer plan to assure racial integration.

The prospect of reassigning pupils for the purpose of racial desegregation has frequently been incorrectly and unfairly treated as though it were separate from and opposed to the goal of quality education. Hence, there is much talk of improving the quality and expanding the variety of instructional programs such that integrated groups of students might be an incidental result.

In such thinking it is hoped that white students, in particular, would pursue unique and valuable programs in spite of the possibility that they would have to attend the same facilities as black students.

This may well prove true, but current emphasis of this approach, which subordinates integration to purported interests in quality education, only sidesteps the real issue at hand: The State Board of Education demands that racial desegregation be directly accomplished, rather than being hoped for as an incidental consequence of other school policies and practices.

It is especially disturbing that much current concern for quality education is mistakenly one-sided. The fundamental and original premise for desegregation requirements is that quality education — for all pupils — can only be approached after the isolation of non-white children has been eliminated and prevented. The specific requirement of integrated school enrollments must be confronted on its own, even if it is to be resisted.

The position taken by the Chicago Urban League in relation to these issues which seem to have impeded plan development is as follows:

1. We endorse and support the principle of racial integration as a worthy goal to be pursued in its own right. It is necessary as an immediate correction of the current isolation of black pupils in the system, and as a first step toward improving the scholastic achievement of many school children who are now performing most poorly.

2. Any plan developed by this committee which completely avoids compulsory transfer of students would not be a desegregation plan at all. It would be little more than a delusion which ignores a long local tradition of racial bigotry and discrimination.

3. We support the principle of integration, and call for a plan assuring it, without wedding ourselves to the specific requirements of the State Board of Education for "racial balance" in all schools. It is when one addresses the specific questions of how many pupils are to be transferred and to what distances they must be transported that the tendency to recant on reassignment is most evident - and is also understandable. For to comply with the State Board requirements for balance in all schools means that Chicago school children would have to undergo a massive daily odyssey which seems impractical, unreasonable and probably unachievable. We do not think that these severe demands can be met under local conditions, and we see no value in pretending to objectives which are presently out of reach and are self defeating by the resistance they provoke and the unstable conditions they would establish. Moreover, the state rules fail to comprehend and properly address the specific ills of racial segregation in Chicago schools. But above all else, we do not think the specific racial balance standards of the State Board have to be met to satisfy the real purpose of school desegregation.

Reconceptualizing Segregation in Chicago Schools

What racial balance means is that a school enrollment is constituted of members of all local racial groups, and that each group's proportion in the individual school is similar to their proportion in the total local student population. "Similar", in our case, means that the groups' proportions in a

school and their proportions in the total population differ by no more than 15 percentage points. In Chicago right now, racial balance, as defined by the State Board, means that white (non-hispanic) pupils are no less than 9% and no more than 39% of a school's enrollment. The other 91% to 61% of the students may be members of any one or any combination of the following groups: black, hispanic, Asian or American Indian.

Thus, the local irony of the majority as minority presents a first difficulty for the concept of racial balance. For discussion of segregation and desegregation in Chicago public schools (as is true for other large and older cities as well) it is necessary to restate racial distinctions; and it is best to abandon the term "minority" because it is confusing within our context.

We believe a more meaningful perspective on local segregation results from recognizing a dual school system in Chicago, with respect to racial composition of enrollments. The first is a black system of schools, with enrollments that are 90-100% black. These schools are geographically contained for the most part on the south side and on the west side around the Eisenhower expressway. The Chicago Black School System holds about 52% of all pupils in the system (99.7% of the pupils in the Black system are black).

The other school system is perhaps most accurately labeled the Chicago Anti-Black School System. Under the standards set by the State Board of Education much of this second sub-system can be called integrated. It is made up by many schools with "balanced" mixtures of white and non-white pupils. Only 16% of the students in these schools are black — comparing poorly with the 60% overall black enrollment in Chicago public schools.

We can call this second system "anti-black" because in our judgment, school segregation in Chicago is a function of non-black groups avoiding

black people. We do not think it results from a primary intention to isolate black pupils so that they, and they alone, may be purposefully given inferior instruction. Instead we regard it as determined by wider social, political and economic interests in the containment of Chicago's black population. At bottom, these interests are respectful of social antipathies and other fears held by non-black residents of the city, which are based upon prejudicial, derrogatory notions about social and cultural traits of the black population. These are not interests of black people, and these interests are racially discriminatory.

We suspect, therefore, that the separation of black and non-black children in the schools is illegal in the most fundamental way: it is a subordination of one racial group's interests to those of others; it constitutes unequal protection of the laws.

That the racial distinction of importance for a demography of Chicago school attendance is black vs. non-black is supported by further empirical evidence. According to the Chicago Board's racial census of 1976, only 1.7% of all white pupils were enrolled in schools that are 99-100% white. Only 34% of the system's white pupils were in schools with a 90-100% white majority. (This 34% includes the 1.7%). At the same time there were 76% of the black pupils in schools with black enrollment of 99-100%. Nearly 87% of all black students in the system were attending schools with a black majority exceeding 90%.

The all-white school in Chicago has just about disappeared. The all-black school has become more common. While white students have become more "integrated" in recent years, black students have become more separated.

Nevertheless, the racial balance rules of the State Board of Education find schools in compliance when white pupils are properly mixed with any other group. By focusing on the mixing of whites with "minority" pupils, they have missed (or maybe they have avoided) the real racial problem in Chicago public schools. It is the growing avoidance of blacks, not the mixture of whites with any other groups that constitutes the basis of the segregation problem in Chicago.

Racially Identifiable Schools

Racial balance requirements originate from one aspect of the Brown decision of 1954, wherein it was judged that a school's identifiability as "black" stigmatized the institution and the educational credentials of its students. In large part this has assumed (usually accurately) that a lowering of resources and of professional effort accrue to a school identifiable as black. Therefore, racial balance has been ordered as a corrective under the adage that "there shall be no black schools and no white schools, only schools."

We do not think it true that black identifiability of a school necessarily attaches a stigma. Moreover, the racial balances for Chicago schools would undoubtedly leave many schools in retention of their "black" identities. Racial identifiability is contingent upon community attitudes and perceptions; we find it absurd to conclude that a school with 10% white pupils and 90% black would not be viewed by the community as a "black" school, but "just a school"; or that a school half-white and half-black would be considered excessively white.

The state's racial balance standards also ignore the facts of racial "tipping" in Chicago schools, which is related to identifiability. A white minority of less than 40% in a predominantly black school usually predicts a

continuing decline in white enrollment at the school. There would probably be more trouble in maintaining racial balance in all Chicago schools than in establishing it.

The City-Wide Advisory Committee should summarily reject the premise that racial balances in Chicago schools would prevent racial identifiability.

A second aspect of the basis for racial balance requirements is as specific reparation of damages from proven unconstitutional actions of a school authority. The weak logic here has been that balanced schools are what would exist if a school authority had not discriminated in the assignment of pupils. School attendance in any large system, even if it were random with respect to race, would not be thoroughly racially balanced. What is more likely is that the modal type of school would be racially balanced — not each and every one. In Chicago, random assignment would probably result in a few schools being all black. It would be very unlikely for any schools to be all-white.

The expectation of racial balance as the natural state of all schools in the system must treat the whole set of schools as if they were actually one huge school which has been cross sectioned many times into smaller units of identical student make-up. Not only is this simple minded; it complies with a much too realized concept of neighborhood schools which has contributed heavily to racial segregation. It is the notion that the schools in every neighborhood should be identical facilities, with identical instructional offerings, which makes neighborhood schooling a facilitor and reinforcement for segregation. This archaic and parochial conception of the local school — when realized as the predominant mode of organization —

neutralizes an important potential strength of large urban school systems: diversity and specialization.

A stronger rationale for racial balance as reparation is that some standard must be set for corrective action and students are owed an optimal school situation to undo the presumed damage of prior segregation. Recent court decisions have limited this remedy to areas within a system where intentional segregation has been proven. Nevertheless, it remains sound to demand intentional desegregation where segregation has been the willful policy. We hold little doubt that segregation has been willed by Chicago school authorities.

The City-Wide Advisory Committee, however, is not laboring under an order to correct legally proven wrongs - neither as a compulsion, nor as a restriction. In view of that fact we think that the racial balance requirements — which anticipate the kind of court order we should hopt to avoid — can be pursued within limits which are practically feasible but which begin to satisfy the proper motives for desegregation. From the beginning the Chicago Urban League has put faith in the possibility that this committee could establish a community defined standard for intentional desegregation, and that we could avoid judicial imposition by acting in good faith to develop a plan which addresses the spirit of desegregation requirements. It has only been by confusion that racial balance has been equated in some minds with the true and underlying purposes of school desegregation.

Goals for Chicago School Integration

It is not simply because "it is the law", that we must desegregate Chicago schools. The controversy which surrounds the practical achievement of integrated schools has almost totally obscured its original and still

substantial motives. There are far too many desegregation experts who are so concerned with techniques for mixing children that they have but a fuzzy notion of what is to come of desegregation, besides racial balance. This is but one manifestation of a modern tendency of professional educators to regard schooling as a technical, even mechanical process.

A proper mandate for desegregation of schools realizes that becoming educated is a social process. It is an appropriation of values, and especially intellectual skills, which have developed in the life and history of a culture. One must have full membership in a society and a full sense of propriety over its culture in order to attain the education which any society offers.

The profoundly important aspect of the Brown decision was its recognition that state controlled separation of black school children has an effect upon their hearts and minds: it can be described as a preparation, in segregated schools, for a segregated life. What this means to us is that segregation in schools imposes upon black pupils a sense of themselves and an expectation for themselves, of being restricted from access to places, people and life opportunities in a larger social and cultural world.

This remains as true today for students in a segregated school system as it did in 1954. It is equally so, we think, whether the systemic segregation is directly imposed by state authority, or whether it is simply permitted. The school authority need no more than condone a segregated system in order to show community agreement to designs for limiting the social range of black people, as children and as adults; and to encourage and assist the avoidance tendency of other citizens.

It is this state of affairs that this committee — and this city — must begin to repair.

The focus and target of a Chicago school integration plan should be the systemic nature of existing segregation. This focus implies that racial concentration in any individual school is merely secondary to the pervasive pattern of segregation of nearly all black pupils during the full twelve years or more of their schooling.

In broad terms a desegregated Chicago school system would be one in which black pupils would not have to regard themselves as restricted from the system as a whole, or to regard the schools they attend as holding institutions. Accordingly, interracial contact among students — which must be sought — should not be measured for any one period of time (a school year); instead it should be measured for each student longitudinally, across the several years of his or her schooling. To break the damaging effects of a segregated school system should not require that every pupil, in every year of schooling, be enrolled at a racially balanced attendance center.

In accordance with this general conception of what we ought to be trying to achieve, the Chicago Urban League submits a series of specific strategy proposals along with this general statement of position. Notable among them is a proposal that compulsory student assignments for the purpose of racial integration be limited to pupils in a middle range of grades. We make no comment here upon a specific measure of interracial mixture to be pursued, except to repeat that the specific definition of racial balance from the State Board is not inviolate.

This proposal is also intended to allow the youngest school pupils to generally be enrolled in the school closest to home. For high school students

we think it is appropriate and much more possible to attract integrated student groups to specially divided and newly created instructional offerings unique to individual attendance centers. This is to set a direction for eventually dismantling the current system of neighborhood localization for high schools, or at least reducing that part of the system's structure to minor status.

Throughout this paper, the Chicago Urban League is addressing itself to what we consider a beginning for total elimination of segregation in all aspects of city life. In no sense have we lost faith or determination in the pursuit of ideals which always guide the activity of this agency. Some compulsory desegregation of schools is necessary to get a longer and more evolutionary process started, but we do not hold any false hope of accomplishing everything immediately or totally by force.

We expect that desegregation will start a process of social and technical improvements in all schools. We are well aware that it is not simply the racial identity of inner-city students that leads to avoidance by others and isolation of the group. This tendency, in fact, proves the ill effect of segregation, reflecting common knowledge and expectation of the inferior conditions which are fostered and permitted by official policies, in the places where black people are forced into concentration.

Our proposals have also acknowledged, and taken into account, the very real possibility that compulsory desegregation might lead to an even faster decline in the number and percentage of white pupils attending Chicago public schools. Indeed, we have been very much concerned with the general prospect of continued white abandonment of the city itself — as they take with them many resources which are currently concentrated in the hands of the white population. The degree of black pupil isolation in the schools is already

a function, in large part, of white flight to the suburbs. We cannot escape the hard fact that a better education for black children in Chicago would be impossible if the city itself is economically and culturally forsaken.

There is reason to believe, however, that a careful school integration effort has as much chance of retarding white flight as of exacerbating it. Very much of the current concentration of black pupils in all-black schools is a result of "resegregation", upon fleeting periods of integration for schools in "changing" neighborhoods. It is the former and current absence of a direct and positive school integration policy- which might have controlled the resegregation phenomenon- that we now hope will be repaired.

It has been noted recently that integrated schools, and integrated neighborhoods, are easier to find on the city's north side than on the predominantly black south side. In our judgment it is the hugeness and oneness, of the south side black community in particular, and it is its growth by extension rather than dispersion which has pushed the white population into corners within the city and out of the city entirely.

A desegregation program starting relatively small, implemented with care to social as well as instructional challenges, and with even effects across the city can very likely be a first step toward the "New Chicago" envisioned by School Superintendent Joseph Hannon.

The Chicago Urban League will continue to work within and outside black communities to correct the fact and the effects of racial isolation, and to prevent its further growth. We shall be a working ally of this committee in what we foresee as a common mission.

SUMMARY

The Chicago Urban League challenges the City-Wide Advisory Committee to acknowledge and to address its primary responsibility, which is to propose a plan which assures racial integration in Chicago public schools

To date the committee has been distracted by discussions and proposals for "quality education" improvements which only hope to attract integrated student bodies. This approach not only side-steps the subject of assuring desegregation, it is also one-sided in its ignorance of the true relationship between integration and quality education: For those who are isolated by reason of race, quality education can only be approached after their isolation has been corrected.

Based upon practical considerations of the racial composition and distribution of the school population, and recognizing the true spirit of desegregation requirements, the Chicago Urban League takes the following position on the general nature of a Chicago desegregation plan:

1. Racial integration of students must be intentionally sought as a goal in its own right; and some mandatory assignment of pupils must be included to assure something more than a negligible increase in the number of integrated schools;
2. At the same time, however, we do not think that the plan should necessarily pursue racial balance in schools, as defined by the State Board, especially not in every school in the system.

In our judgment the racial balance rules, applied in Chicago, would not meet their own purposes and would not correct the actual racial problem in the local schools. Chicago school segregation is in essence a separation of

nearly all the black pupils from nearly all the rest. More significantly, black pupils are usually isolated for the full twelve years of their schooling.

The rules of the State Board, however, regard a school as properly integrated when any non-white group is combined with white pupils. Moreover, the State Board finds a Chicago school which is half-white and half-black in violation of their rules; while a school which is 90% black and 10% white is regarded as "racially balanced."

Rather than pursuing racial balance in all schools, it is more practical - and more pertinent - that a desegregation plan correct the systemic separation of black and non-black pupils. A desegregation plan should restructure the system and assign students in such a way as to assure them and to make them expect that for significant periods in their schooling they shall interact in racially mixed groups.

The most important determinant of this position for the Chicago Urban League has been our interpretation of the meaning and intent of the Brown decision of 1954 and subsequent court orders for school desegregation. In spirit, the legal requirements are protections for black pupils (in particular) against perceptions and expectations of limitations upon all their future opportunities. Neither the law nor common reason would require that every child at every point in time receive his/her instruction with a racially balanced group.

Accompanying the League's general position statement is a set of more specific implementation proposals. Most important among them is that the system be reorganized so as to divide the schools, for all pupils, into primary

schools, middle schools, and high schools. With this restructuring, we propose that mandatory assignments for the sake of having racially integrated student bodies be a necessary policy for middle schools only.

It is to be emphasized that we are proposing the establishment of a structural assurance that children will attend an integrated school for at least some part of their twelve year course. Integration would eventually be mandatory in the sense that children in middle grades would have no choice among the public schools other than an integrated school.

October 15, 1977

TOPIC: Grade Reorganization and Consolidation of Facilities

PREPARED BY: Chicago Urban League

STATEMENT OF POSITION:

The Chicago Urban League proposes:

1) that the basic organization of grade levels in the Chicago Public Schools be changed from K-8 (elementary) and 9-12 (high school) to K-3 (primary), 4-8 (middle) and 9-12 (high school) over the next 5 years; and

2) that all plans for facility closings, new construction and renovation be consistent with the proposed change in grade organization.

NARRATIVE/RATIONALE FOR THIS POSITION:

The Chicago Urban League recognizes that the mandate for school desegregation is based on the assessment by the Illinois Office of Education that the structure of pupil assignment in Chicago creates and maintains segregated schools. Accordingly, any plan which does not directly address the question of pupil assignment will, by definition, be unacceptable.

The Chicago Urban League also recognizes that extreme concern of the majority of Chicago parents regarding particularly, movement of small children (K-3) and transportation over considerable distances.

We feel that the above proposed addresses,and takes into account, both the mandate and parental concerns.

Under the suggested reorganization, local facilities (commonly, though not entirely, accurately termed "neighborhood schools") will become (over time) primary facilities, which will feed into larger middle schools. The organization of high schools remains the same under this proposal.

In other words,a number of essentially local primary facilities would send students to one of several middle school facilities in that district. (The number of middle schools in a given district would depend on the number of elementary students in that district.) The seven middle schools currently operated by the Board (listing attached) receive students in much the same manner.

FOR EXAMPLE ONLY

(map attached)

Hay school in District 4 could be designated a middle school facility.

Hay would then receive (4-8) students from Howe, Byford, and Lewis schools.

Primary students at Hay (K-3) would be assigned to the feeder schools nearest their home, and would occupy spaces left vacant by the 4-8 students who would be attending Hay.

New facilities construction, renovation, and closings could be planned in such a way as to facilitate this type of feeder arrangement.

This proposal offers the following benefits:

1) It would minimize student movement and assures that primary students (K-3) will remain in essentially local (neighborhood) facilities.

2) It would minimize the distance any student would have to travel to school.

3) It would facilitate compliance with State guidelines.

4) It would allow these facilities to focus on meeting the different educational and extra-curricular needs of primary (K-3) and middle school (4-8) students.

5) It would allow more efficient utilization of available resources; particularly at the middle school level; e.g., science laboratories, auditoriums/theaters, physical education facilities; in that the Board would not have to duplicate these facilities in as many locations. Using the example cited; the Board currently maintains four (4) gyms, four (4) set science facilities, four (4) auditoriums of some sort. Accordingly, the facilities could be far more sophisticated and efficiently utilized.

6) Such an arrangement would also reduce the range of educational activities that a given administrator must supervise. This may lead to generally better supervision, planning and evaluation by administrators.

7) This proposal would also reduce the amount of money spent on facilities in that it is less expensive to build larger middle schools than a number of smaller K-8 schools.

8) Finally, space that will become available in the proposed primary facilities (particularly a school enrollments

decline) could well be utilized to house many of the optional/ specialized programs being proposed as part of the comprehensive desegregation plan.

SUPPORTING DOCUMENTS:

See attachments.

CONTACT PERSON:

Name: Judson Hixson
Address: 1336 North Sedgwick
Telephone: 944-6356

SUBMITTED BY: Chicago Urban League

Contact Person: Miss Margaret M. Woods (312) 641-4491
Program Development/Alternative Schools, Room 626
228 North LaSalle Street (60601)

Current Enrollment: 8,025 in seven schools Ages Served: 11-13

Recognition: Illinois Office of Education, School Approval Section

Summary Goal: Offer an educational program which has an organizational structure and a curriculum, including content and process, designed to meet the needs and interests of preadolescent pupils, ages 11-13.

Applicants: Pupils who reside with their parents or legal guardians in the attendance area of a middle school and who are of the ages served by the middle school. Pupils living in the Hermann Raster Elementary School attendance area eligible for admission to Dyett Middle School.

Application Process and Student Selection Procedure: Regular procedure of transfers issued to pupils from elementary schools which contribute membership to middle schools.

AUSTIN AREA MIDDLE II
543 North Waller Avenue (60644) (312) 379-4985
Contact Person: Mr. Alvin Lubov, Principal
Founded: 1973 Current Enrollment: 1,250 Ages Served: 11-13

MICHELE CLARK MIDDLE
5101 West Harrison Street (60644) (312) 626-2686
Contact Person: Mrs. Clara K. Holton, Principal
Founded: 1972 Current Enrollment: 1,304 Ages Served: 11-13

WALTER DYETT MIDDLE
555 East 51st Street (60615) (312) 624-4515
Contact Person: Mr. Alvin C. Boyd, Principal
Founded: 1972 Current Enrollment: 1,576 Ages Served: 11-13

HAZEL STREET AND WILSON AVENUE MIDDLE (ARA)
900 West Wilson Avenue (60640) (312) 769-3700
Contact Person: Mr. Nathan M. Lofton, Jr., Principal
Founded: 1975 Current Enrollment: 901 Ages Served: 11-13

JOHN HOPE MIDDLE
5515 South Lowe Avenue (60621) (312) 651-0600
Contact Person: Mr. Earl Bryant, Principal
Founded: 1972 Current Enrollment: 1,498 Ages Served: 11-13

BRIAN PICCOLO MIDDLE
1040 North Keeler Avenue (60651) (312) 278-0111
Contact Person: Mr. Michael L. Bailen, Principal
Founded: 1973 Current Enrollment: 1,014 Ages Served: 11-13

MURRAY F. TULEY AREA MIDDLE
1313 North Claremont (60622) (312) 278-4246
Contact Person: Mr. Lawrence McDougald, Principal
Founded: 1975 Current Enrollment: 482 Ages Served: 11-13

October 15, 1977

TOPIC: High School Feeder Patterns and Attendance Areas

PREPARED BY: Chicago Urban League

STATEMENT OF POSITION:

The Chicago Urban League proposes that high school feeder patterns and elementary school attendance areas be changed/modified so as to facilitate increased racial balance.

NARRATIVE/RATIONALE:

The Chicago Urban League proposes that in those areas where it is possible, the specific elementary schools which send students to a given high school be changed in such a way as to facilitate desegregation of that high school's student population. Similarly, we suggest that in appropriate areas, the attendance areas of elementary schools be restructured for the express purpose of facilitating desegregation of those facilities.

It is the position of the Chicago Urban League that these types of changes will not only facilitate the desegregation of both high schools and elementary schools; but will minimize the distance that any student has to travel to school.

SUPPORTING EVIDENCE:

Not applicable.

CONTACT PERSON:

Name: Judson Hixson
Address: 1336 North Sedgwick
Telephone: 944-6356

SUBMITTED BY: Chicago Urban League

TOPIC: Reformulating of Administrative School Districts

PREPARED BY: Chicago Urban League

STATEMENT OF POSITION:

The Chicago Urban League proposed that the number of school districts authorized by the Chicago Board of Education be reduced in number in such a way as to equalize the number of students in each district and to provide for a greater degree of racial balance <u>within</u> each district.

NARRATIVE/RATIONALE FOR THIS POSITION:

The Chicago Urban League believes that a reorganization of administrative school districts similar to (though not necessarily the same as) the plan recently proposed and later withdrawn) by Superintendent Hannon.

The Chicago Urban League believes that such a reorganization would have the following benefits:

1. It would reduce the number of district offices that must be maintained and thereby reduce expenditures. This reduction would also have the effect of promoting more efficient utilization of existing resources; both staff and material.

2. Equalizing the number of students in each district and providing a greater degree of racial balance within districts will reduce the administrative complexity of the implementation of desegregation plans.

3. Increased racial balance within districts would also allow for the development of intra-district desegregation plans and minimize prospects for cross-district movement of students and thereby minimize the distance any student may have to travel to school. Under the current situation

for example, many students must travel farther to school than is necessary because the school closest to their home is in another district.

4. This proposal would, by reducing the number of district offices, also reduce, albeit slightly, the administrative bureaucracy of the Board of Education.

Finally, the Chicago Urban League proposes that suggested redistricting plans be submitted to CWAC for review and comment.

CONTACT PERSON:

Name: Judson Hixson
Address: 1336 North Sedgwick
Phone: 944-6356

SUBMITTED BY: Chicago Urban League

October 15, 1977

TOPIC: Vocational Educational Centers

PREPARED BY: Chicago Urban League

STATEMENT OF POSITION:

In addition to the change to the thematic vocational education structure proposed by Dr. Welling; which we support; the Chicago Urban League proposes that CWAC include in the final desegregation plan provisions for three (3) Vocational Education Centers similar to the DuPage Area Vocational Education Authority Center as described in the attached article. These centers should be located in non-residential, neutral areas so as to minimize problems of "territoriality" or "ownership."

The three (3) centers would draw students from the following districts:

North: 1, 2, 3, 4, 5, 6, 7, 8, 24, 25

Central: 9, 10, 11, 12, 15, 19, 23, 26

South: 13, 14, 15, 16, 17, 18, 20, 21, 22, 27

NARRATIVE/RATIONALE FOR THIS POSITION:

The establishment of these centers would not only provide students with training in, and on-the-job experience with a wide variety of marketable skills; but would also provide economical services to local community residents. Further, such a program may well provide a significant link between the schools and the community wherein the schools provide services to the community and the community actively supports the schools program by utilizing those services.

These centers would also provide a third basic option for high school students. Students could prepare for:

a) entry to higher education in an "academic" field, i.e., sociology, history, psychology etc;

b) entry into career/vocational fields that require additional levels of training, i.e., architecture, engineering, electronics etc. and

c) on-the-job training in marketable skills and direct entry into the job market after high school.

Such centers may well become a "real world" training ground for students in other vocational programs where they could put classroom training into practice. Cooperative arrangements with entities such as the Bell and Howell Schools may well be one way to facilitate development of such centers and secure necessary equipment.

The attached report by Chicago United documents the concern of the business community with not only the academic levels of high school graduates, but also the lack of marketable, usable skills. Centers such as these would help to address both of these problems.

Finally, the Chicago Urban League recommends that:

1) the Board establish specific criteria for entry to such centers,

2) all students be chosen by lottery from list of those eligible,

3) that quotas be utilized, if necessary, to ensure that the centers are desegregated, and finally, that provisions be made for limited English-speaking students to maximize their access to this training.

SUPPORTING EVIDENCE:

1) Thematic Vocational Education

2) The "Harvard of Vocational Schools"

3) Chicago United Report on Education

CONTACT PERSON:

Name: Judson Hixson
Address: 1336 North Sedgwick
Telephone: 944-6356

SUBMITTED BY: Chicago Urban League

Equal Education Opportunity
Chicago Public Schools

Subject: Thematic Vocational Education

Most large school districts face serious financial problems in the delivery of educational services to students based on the fact that they must divide limited resources in order to provide accessibility to quality educational programs to students. Vocational education suffers particularly because of the costs of outfitting, upgrading, and maintaining vocational programs. As a consequence, educational services which are delivered nationally are somewhat less than excellent in the terms of learning and readiness for employment.

The theme school attempts to resolve a variety of problems and ultimately addresses itself to these issues:

1. Excellence of tools, equipment and operation.

2. Concentrated excellence of instruction in a single theme oriented facility.

3. Magnet enhancement of vocational offerings in theme schools will result in increased equalization of educational opportunity and student desegregation.

It is suggested that the Chicago Public Schools plan, develop and implement a School Vocational System in ten (10) to fifteen (15) facilities each of which will concentrate on one career area. Such a program will provide young adults with an education which prepares them for immediate entry into the world of work, technical or trade training, or professional development at the college level.

Each of these schools could be housed in an existing secondary school facility. Great care should be exercised to ensure that facilities selected lend themselves to this type of program and that these facilities are accessible to students from all areas of the city.

One example of such a facility could be the high school for graphic arts. In this high school students would pursue their regular high school program while learning skills related to the field of graphic arts. Everything from commercial drawing to copywriting, printing, and editing would be offered in this school. To make the learning experiences real, this school could be used to produce materials for the Academic Interest Center as well as a variety of other tasks.

Students would be recruited from the entire city to enroll in this school on the basis of their interest in the program.

Examples of other theme schools are health delivery services, machine trades, manufacturing, food and beverage, etc.

(over)

Herbert J. Walberg and Jeanne Sigler

BUSINESS VIEWS EDUCATION IN CHICAGO

Businessmen are disenchanted with the product of Chicago's schools. This report tells why and offers six recommendations for reform.

REPRINTED FROM THE MAY 1975 PHI DELTA KAPPAN

The state of the Chicago Public Schools is often discussed and debated by parents, teachers, college admissions officers, and politicians. The one group not frequently heard from, but directly affected by the difficulties of the school system, is the business community. Business depends on the public schools to produce graduates having the basic skills and work attitudes necessary to fill entry-level positions. When the schools fail in this endeavor, business must either reject many applicants or provide new employees with special remedial courses, individual counseling, and closely supervised on-the-job training. These remedies are time consuming, costly, and often ineffective. The resulting high turnover rates increase business disenchantment with the city's labor force.

This disenchantment is a barometer of the economic health of the city, which is linked to school quality. When questions of corporate location and expansion arise, schools are an important consideration: Will there be a sufficient supply of readily trainable workers? Will management-level employees want to locate their families in the city and place their children in the public schools? Can the company be assured of a skilled work force in the future? If the answers to these questions are negative, expansion is more likely to be directed away from the city, costing it dearly in lost tax revenue and job opportunities. Already the president of one of Chicago's largest corporations has said that a 1,000-person operation was moved out of state because of the low quality of the city's labor force.

Business, as well as government, is vitally interested in improving the city through new developments such as the New Town-in-Town component of the Chicago 21 Plan.* The success of these developments depends on the willingness of people to live in them, however. Since schools are a foremost concern of the average citizen, families are unlikely to locate where the quality of the schools is thought to be poor. For this reason, city schools must remain competitive with suburban schools despite the extra burdens of an urban environment. Without substantial improvements in the school system, much of the effort which has gone into the Chicago 21 and other plans will have been wasted. The people, like business, desire top-quality schools.

Finally, poor schools lead to wasted human potential. High school graduates without adequate skills and attitudes will have correspondingly meager opportunities for challenging and financially rewarding employment.

This report presents research findings on the effectiveness of the Chicago Public Schools, together with results of a survey of 20 personnel managers of 17 Chicago United companies on the quality of the public schools and their graduates.

Research Findings

The facts gathered in this report speak for themselves, and little interpretation is given below. Nevertheless, it may be stated at the outset that the public schools appear to be ineffective in preparing an increasingly large portion of students for careers, and that the administrative and teaching staffs are not held accountable for the quality of their product, the students.

1. *Comparative Test Achievement* – Comparison of later with earlier grade scores on nationally standardized reading and mathematics achievement tests shows that Chicago Public Schools students, both white and minority, make the least gains among similar groups tested in several large cities of the U.S.: Baltimore, Detroit, Los Angeles, New York, and Philadelphia. Chicago students fall behind nine percentile points in the early elementary grades.[1]

2. *Inequality of Results and Resources* – Scores on intelligence, reading, and mathematics tests are directly related to geographical distance from the center of Chicago; in general, the farther out the school, the higher the average test scores. Moreover, the least experienced, less well-educated teachers are concentrated in inner-city schools where students are poorly prepared and motivated for school.[2]

3. *Scholarly Competitiveness* – The rate of winning National Merit Scholarships on competitive tests is as much as 125 times higher in suburban districts than in Chicago. In addition, nearly all the winners in Chicago attend independent or parochial schools, whereas nearly all the suburban winners attend public schools.[3]

4. *Teacher and Administration Quality* – Although there are many sincere, competent educators in the Chica-

---

HERBERT J. WALBERG (University of Chicago Chapter) is professor of human development and learning, University of Illinois at Chicago Circle. JEANNE SIGLER is director of urban programs for Chicago United, a consortium of business and community leaders dedicated to using business resources to solve social problems in the city. *This report created something of a media storm when it appeared in early January. While assuming full responsibility for any shortcomings of the report, the authors thank the following persons for reviewing a draft manuscript: Warren Bacon, metro director, National Alliance of Businessmen; James S. Coleman, university professor of sociology, University of Chicago; and Robert W. MacGregor, president, Chicago United.*

*A proposed development to revitalize vacant land adjacent to the downtown district. The first phase includes the construction of housing for approximately 120,000 persons.

go Public Schools, visits to schools by experienced researchers reveal laxity in teaching and a lack of probity in administrative reporting. One school reporting 90% daily attendance has as few as 20% of the students on class lists actually in their classes. State and federal aid to education and principal salaries are based in part on the inflated figures. In the course of the school visits, a number of teachers were observed who had low expectations for student performance and who had not prepared organized lessons.[4]

5. *Receptiveness to Innovation* – Scattered evidence has come to light indicating that the central office of the Board of Education, with some exceptions, closes itself off to financial and university resources for educational innovation. Despite the large staff, some important opportunities for submitting proposals to carry out innovative projects with federal and state funds are missed. University staff within Chicago who want to carry out research or train teachers usually get far better cooperation from schools staffs in Gary and the Chicago suburbs.[5]

Quality of Schools and Graduates

Responses to the survey of 20 chief personnel managers of 17 Chicago United corporations should seriously concern civil leaders and citizens. Results are tabulated below.

6. *Quality of Education* – All 20 managers interviewed feel that the quality of education is fair or poor. The question was: "Overall, how would you describe the quality of education received in the Chicago Public Schools?"

No respondent answered "excellent" or "good." Fifteen said "fair"; five said "poor."

Unfortunately, even some of the "fair" responses must be qualified. They came from personnel offices of corporate headquarters which hire only a handful of high school graduates a year, and then only those who appear highly motivated.

7. *Employment Readiness* – When asked to estimate the proportion of high school graduates interviewed who are ready for employment with their present educational background, only three respondents felt more than 40% were ready. Six said that less than 20% of the graduates were ready, and nine said that 20% to 40% were ready. Two gave no response.

On a follow-up question asking those who responded whether the indicated percentages represented reasonable levels of readiness for their companies, 13 of 18 indicated they did not. All 13 felt they should be higher, with the percentage of readiness varying with the difficulty of the task.

In comparing readiness in basic skills of today's graduates with those of five years ago, nine respondents said it was lower and eight said it was the same. Three were unable to make such a comparison. Several of those who said the level was the same explained that the greatest decline occurred more than five years ago; hence their "same" responses are not meant to be encouraging. No respondent felt that actual readiness was higher now.

8. *Verbal Communication* – The one skill most needed in business employees is communication; clear oral and written communication are essential to any business transaction. Yet it is in this area that most public high school graduates falter, according to 19 of the 20 personnel directors and managers who cooperated in this survey. They repeatedly stated that graduates are lacking in the fundamentals of communication. The 19 respondents ranked areas needing highest school priority for improvement as follows: verbal communication, 12 mentions; writing, 10; reading, 7; spelling, 7; grammar, 6; punctuation, 3; speech, 2; and vocabulary, 2.

9. *Mathematical Skills* – Fourteen of 20 respondents thought the public schools should improve the level of mathematical skills of their students. Banks and major retail concerns have greatest need for these skills, to the extent that some are forced to give remedial training.

10. *Business Skills* – Eleven of 20 survey respondents listed typing as a high priority for improvement, nine listed shorthand, seven indicated "business skills," and three "business machines." A frequently voiced complaint in the personal interviews was that although graduates' records showed they had spent the requisite time in typing classes, proficiency tests administered by business personnel showed a distressing lack of competency. One large bank where the demand for typists is great now hires candidates who a few years ago would not even have been considered. Nearly all must be put through an intensive two-week typing program set up by the bank – in effect teaching what should have been taught by the schools.

One favorable sign is that business generally sees the vocational schools as producing well-prepared employees, especially in the clerical areas. In addition, they seem pleased with work-study students who spend part of the day in school and the other part in on-the-job training for the business. It appears that these students receive more personalized attention from their teachers and counselors, and this extra interest may motivate them to higher levels of performance.

11. *Work Attitudes* – The issue of work attitudes is a sensitive one, for the responsibility of developing this characteristic does not lie squarely on the schools. Nonetheless, six respondents felt the schools should place high priority on improving work attitude. Five others mentioned the need for improving the sense of work responsibility and discipline. While not fixing the whole blame for frequently poor work attitudes on the schools, personnel managers felt the schools should play some role in the development of promptness, respect for a task or job, and a sense of responsibility.

12. *Counseling* – One problem of considerable concern to personnel staffs is counseling in the schools. In the personal interviews, there was the suggestion that far too few counselors were reaching far too few students, resulting in graduates having little knowledge of the "world of work." They are in many cases totally unprepared to move into careers suited to them, for they really have little idea of what careers they might like, what careers they are suited for, or what their chosen career will demand in terms of education, interpersonal relations, appearance, and work attitudes. Business personnel staffs must then function as school counselors, telling students their capabilities and teaching them responsibility and skills. Even so, they cannot reach the many graduates who never get beyond the personnel office door because of such basics as poor appearance and inability to fill out an interview application.

Conclusion

Business is directly affected by the quality of the Chicago Public Schools, both as a taxpayer and a user of the schools' product. The schools are unsatisfactory, and they are growing worse. Other large-city school systems beset with the same urban problems are doing a better job in imparting basic skills than the Chicago system. Even though results are disappointing, there has been no shakeup in the public schools. The following points express

what business wants from the school system:

1. The schools must provide children with basic skills: reading, writing, spelling, speaking, listening, and computing.

2. The schools must introduce children to the world of work, so they have reasonable exposure to a variety of career options and know the amount and kind of training and education needed to reach a career goal. Many businesses are already participating in some form of career education and are willing to do more.

3. Businessmen join others in holding the schools accountable for their product. Results should be measurable, and where students' performance is not up to par, corrective steps should be taken. No new programs should be instituted without means to measure outcome and assess results. Further, evaluation should be implemented for all existing programs and should be used to decide whether continued funding is warranted.

4. Much research is currently available which could be profitably applied to the schools, and it behooves the board to resist the "Band-Aid" approach to solving schools' problems by regularly studying its directions and long-term goals in light of such research.

5. Present resources can be more efficiently used.

Recommendations

The Chicago Board of Education should:

1. Establish a Department of Evaluation Research as a resource within the Board of Education, having a staff recruited from outside the Chicago Public Schools. It should have free access to all financial, personnel, test, and administrative data in the central office and schools, and should collect other data as well (with appropriate confidentiality of sensitive individual information). A number of important broad evaluation studies should be completed and reported by this group within one year and at regular intervals thereafter. It should report directly to the board in public meetings, not through the general superintendent or subordinate administrators. The reports should hold all staff accountable for improving educational opportunity, equality, and performance. An unpaid group of local university professors should be appointed to ensure an effective and cost-efficient evaluation. Some evaluation efforts have already been discussed by Chicago United's Educational Advisory Panel.

2. Appoint a panel of distinguished school superintendents and university professors from outside the state of Illinois, as well as prominent business and community leaders from Chicago, to examine managerial effectiveness and decision-making efficiency of the central area and district offices of the Chicago Public Schools. In addition, they should ensure that recommendations from existing research studies, such as those of the Governor's Commission on Schools Business Management Task Force, are implemented. The panel should answer the following questions: How can public school education in Chicago be made accountable to the board and the public? Can large overhead for administrative expense of the central office be reduced and spent in ways more directly beneficial to students? If principals and other administrators and teachers are to be made more accountable, how can decision-making authority be delegated to these levels and how can responsibility for financial resources be assigned to those directly engaged in the educational process? The panel and its staff should complete a report addressing these issues within a year, at the same time the first annual evaluation report is submitted by the Department of Evaluation Research as outlined in the first recommendation.

3. Develop an overall long-range plan of action for the school system in curriculum and related areas. While business and the general public can express their concern and willingness to assist in upgrading the schools, they are not educators and cannot tell the board how to educate. It is the board's duty to the people of Chicago to deal not only with day-to-day problems in the system, but to think in broad terms of the ultimate goals of the system and how they can be achieved.

4. Work with the business community in developing all aspects of career education, including a) introduction of students to the world of work, b) counseling based on the realities of the labor market, and c) vocational training relevant to the needs of business. A council should be appointed, composed of businessmen and representatives of the schools who are functionally responsible for career education. Its task would be to facilitate dialogue among all partners, so that practical steps could be taken for the mutual benefits of business (the employers) and students (the future employees). The business community is vitally interested in such a project and could be expected to devote considerable energy to it.

Business leaders realize the difficulties of setting up effective work-study programs; but the effort is worthwhile, because it is in the best interests of students, schools, business, and the Chicago metropolitan community.

5. Adopt a system of accountability in the schools, using indicators which assess school and student progress. The Educational Advisory Panel of Chicago United has done some preliminary work in this area, and could provide assistance in the further development of specific indicators and a system for implementing them.

6. Support a Mayor's Conference on Public Education in the Central Cities, similar to the well-known White House conferences, where experts are brought together to discuss issues and solutions. The immediate purpose would be to create a sense of urgency and commitment to upgrading the city's public schools; the ultimate goal would be to give Chicago one of the best systems in the nation.

• • •

Business stands ready to aid and cooperate with the Chicago Public Schools. The resources of the business community are available for upgrading vocational education and such administrative areas as management and personnel services; purchasing, distribution, and maintenance of equipment and supplies; information systems; and evaluation of operations. In addition, business could supply names of resourceful and interested persons for membership on the school board.

Significant improvements can be made without increasing the costs of education. Among the most important are: first, making the educational staff more accountable to the Board of Education, parents, and the general public; second, preparing students for additional education and the world of work; and, third, upgrading administrative procedures to ensure a productive and cost-efficient operation.

---

1. Erik Van Hove, James S. Coleman, Kenneth Raben, and Nancy Karweit, "Urban System Performance," in Herbert J. Walberg, ed., *Evaluating Educational Performance* (Berkeley, Calif.: McCutchan, 1974), pp. 153-74.

2. Herbert J. Walberg and Mark Bargen, "Urban Spatial Models," in *Evaluating Educational Performance*, op. cit., pp. 357-74.

3. Tabulated data from National Merit Scholarships.

4. Daniel Powell and Maurice J. Eash, "Secondary School Cases," in *Evaluating Educational Performance*, op. cit., pp. 277-93.

5. *Evaluating Educational Performance*, op. cit. □

October 15, 1977

TOPIC: Optional Programs Currently Available

PREPARED BY: Chicago Urban League

STATEMENT OF POSITION:

That optional programs currently offered by the Board of Education be significantly expanded, and that every parent with children in the Chicago Public Schools receive a copy of the Board's Directory of Educational Program Options at least one (1) month prior to the opening of school in September 1978.

NARRATIVE/RATIONALE FOR THIS POSITION:

The "Directory" currently available from the Board details a wide variety of programmatic options "available" to Chicago Public School students.

The Chicago Urban League believes that much wider use would/could be made of the options if all parents in the system were directly informed of their availablility and how to seek admission for their children. As is the case with many of the special/optional programs offered by the Board, it is primarily minority parents who suffer from lack of such information.

Further, the extremely limited enrollment (see listing below) of many of the programs is totally inadequate in a system with more than 500,000 students.

The Chicago Urban League believes that expansion of these programs will not only facilitate desegregation; or more exactly the availability of desegregated educational environments; but may well provide job openings for teachers displaced due to generally declining enrollments.

Finally, by expanding the availability of a wider variety of educational programs than is generally available in a given school, students who may otherwise loose interest in school and drop out; might well be motivated to complete their secondary education.

The programs which we recommend receive priority consideration for expansion are as follows:

PROGRAM	CURRENT ENROLLMENT
WALT DISNEY MAGNET COMMUNICATIONS ARTS CENTER (We recommend that programs similar to this one be established to serve the central and south areas of the city.)	400
ZOO ECOLOGY PROGRAM	20*
CHICAGO PUBLIC HIGH SCHOOL FOR METROPOLITAN STUDIES (We recommend that this program be expanded over three (3) years to accomodate approximately 1,500 students.)	347
CLERICAL OFFICE PROCEDURES	634
DISTRIBUTIVE EDUCATION	1759
OFFICE OCCUPATIONS PROGRAM	1510
COOPERATIVE HEALTH OCCUPATIONS ASSISTANT PROGRAM	249*
INDUSTRIAL COOPERATIVE EDUCATION	908
COSMETOLOGY	434*
EXECUTIVE HIGH SCHOOL INTERNSHIP PROGRAM	14*
AQUATIC SCIENCE PROGRAM	15*
ASTRONOMY PROGRAM	15*
MUSEOLOGY PROGRAM	15*
RADIO-TV BROADCASTING PROGRAM (This program may well be expanded to include cooperative arrangements with Chicago's many radio and television stations.)	25*
COOPERATIVE LABORATORY PROGRAM	110*
PRACTICAL NURSING PROGRAM	262*

*These are programs which we feel are most seriously inadequate in the number of students they are currently able to serve.

SUPPORTING EVIDENCE:

See attached descriptions of listed programs

CONTACT PERSON:

Name: Judson Hixson
Address: 1336 North Sedgwick
Telephone: 944-6356

SUBMITTED BY: Chicago Urban League

WALT DISNEY MAGNET COMMUNICATION ARTS CENTER PROGRAM

4140 North Marine Drive (60613) (312) 281-4795

Contact Person: Mr. Thomas McElroy, Assistant Principal

Current Participants: 400 children daily from twelve public schools

Founded: 1974 Ages Served: 8-13

Summary Goal: Bring together children of various racial/ethnic and socioeconomic groups and their teachers from public schools for a three-week period and provide them with opportunities for self-expression and communication through music, dance, creative dramatics, art, film making, photography, radio and television, and creative writing.

Applicants: Groups of children, ages 8-13, enrolled in public schools in Chicago.

Application Process: Written request for participation in program sent by principals of public elementary schools in Chicago to the Principal, Walt Disney Magnet School.

Student Selection Procedure: Selection of pupil-teacher-participants made at each home school. At the Center, pupils and teachers from participating schools assigned to groups of 100 pupils with each group reflecting a racial/ethnic mix. Same age grouping, 8-9, 10-11, or 12-13 during any three-week period.

ZOO ECOLOGY PROGRAM

Lincoln Park Zoo

Contact Person: Mrs. Sue Maxwell (312) 641-4577
Programs for the Gifted, Room 1114
228 North LaSalle Street (60601)

Founded: 1972 Current Enrollment: 20 Ages Served: 13

Summary Goal: Offer the option of participating in a weekly science experience at the Lincoln Park Zoo in order to study selected animal life and the mutual influence of environment and animals upon each other.

Applicants: Students living in the city who will graduate from a public elementary school at the end of the school year.

Application Process: Application form obtained from elementary school adjustment teacher/counselor. Signature(s) indicating parental approval required.

Student Selection Procedure: Initial screening of applications by teacher and principal in accordance with Illinois Office of Education guidelines for gifted programs; achievement beyond the average level of expectation in reading; teacher's recommendation that student has the following traits: reliability, high level of maturity, dependability, and adaptability to new situations; approval of principal; interview conducted by staff assistant who coordinates this program for the gifted.

CHICAGO PUBLIC HIGH SCHOOL FOR METROPOLITAN STUDIES (METRO)

223 North Michigan Avenue (60601) (312) 641-8162

Contact Person: Mr. Nathaniel Blackman, Jr., Principal

Founded: 1970 Current Enrollment: 347 Ages Served: 14-17

Recognition: Illinois Office of Education, School Approval Section

Accreditation: North Central Association

Summary Goal: Offer a diversified curriculum which utilizes four floors of Chicago Loop office space and the vast resources of the city--its businesses, cultural institutions, and other community resources--as laboratories for learning experiences.

Applicants: Students living in the city.

Application Process: Application forms obtained from elementary adjustment teacher/counselor or local high school counselor and sent to Metro Student Selection Committee on or before April 15, for consideration for September enrollment. Signatures indicating parental approval required.

Student Selection Procedure: Lottery system; selection reflects various racial and ethnic groups of Chicago.

CLERICAL OFFICE PROCEDURES (C.O.P.)

Home school: first year--full day; second year--one-half day

On-the-job training station: second year only--15-20 hours per week

Contact Person: Mr. Robert Miller, Director (312) 641-443
Bureau of Business Education, Room 634
228 North LaSalle Street (60601)

Founded: 1968 Current Enrollment: 634 Ages Served: 15-17
from 15 high schools

Credit: First year--2½ course credits; second year--
1¼ credits for in-school classwork and 1 credit for on-the-job training.

Recognition: Illinois Office of Education, School Approval Section

Accreditation: North Central Association

Summary Goal: Provide overaged freshmen who are achieving below the average progress rate with a salable skill through one year of intensified in-school training in job entry-level skills for office employment and one year of on-the-job training, for which they receive wages, utilizing those skills learned while developing more advanced skills in class-related instruction.

Applicants: Freshmen enrolled in a participating high school who are fifteen years of age or older.

Application Process: Students enrolled in their last year of elementary school and parents interviewed by the high school counselor in the spring when the students are choosing their high school program.

Student Selection Procedure: Selection on the basis of a student's interest in a clerical area, achievement below the average level of expectation in reading and mathematics. (Educable mentally handicapped students are not eligible for program.) Parental signature(s) required on parent-consent form.

DISTRIBUTIVE EDUCATION (D.E.)

Home school: one-half of the school day

On-the-job training station: 15-20 hours per week

Contact Person: Mr. Robert Miller, Director (312) 641-4431
Bureau of Business Education, Room 634
228 North LaSalle Street, (60601)

Founded: 1951 Current Enrollment: 1,759 from 52 high schools Ages Served: 16-17

Credit: One credit for on-the-job training; one credit for in-school class work.

Recognition: Illinois Office of Education, School Approval Section

Accreditation: North Central Association

Summary Goal: Prepare senior students for a career in selling and merchandising by providing classroom instruction and on-the-job supervised work experience, for which they receive wages, in an approved training station, store, or service establishment.

Applicants: Senior students enrolled in a participating high school who are sixteen years of age or older.

Application Process: Application obtained from distributive education teacher-coordinator in participating high school.

Student Selection Procedure: Selection by the distributive education teacher-coordinator upon the basis of a student's record of attendance, aptitude, and attitude for training, and willingness to participate in the shared-time program. Parental signature(s) required on parent-consent form.

OFFICE OCCUPATIONS PROGRAM (O.O.)

Home school: one-half of the school day

On-the-job training station: 15-20 hours per week

Contact Person: Mr. Robert Miller, Director (312) 641-4431
Bureau of Business Education, Room 634
228 North LaSalle Street (60601)

Founded: 1961 Current Enrollment: 1,510 from 48 high schools Ages Served: 16-17

Credit: One credit for on-the-job training; one credit for in-schoo classwork.

Recognition: Illinois Office of Education, School Approval Section

Accreditation: North Central Association

Summary Goal: Prepare senior students to compete in the business world after graduation by providing the opportunity to learn business skills in their home school and to apply those skills in a part-time job for which they receive wages by using calculating machines, duplicating machines, typewriters, shorthand techniques, and filing techniques.

Applicants: Senior students enrolled in a participating high school who are sixteen years of age or older.

Application Process: Application obtained in home participating hig school from office occupations teacher-coordinator of one or more subjects, such as accounting, office practice, secretarial practice, or data processing.

Student Selection Procedure: Selection by the office occupations teacher-coordinator of home participating school upon the basis of a student's record of attendance, aptitude, and attitude for training in office occupations, willingness to participate in the shared-time program; and upon the prerequisites for each of the occupations programs as follows: one course in book-keeping for Accounting O.O.; one course in data processing for Data Processing O.O.; one business education course, preferably typewriting, for Office Practice O.O.; shorthand and typewriting for Secretarial O.O. Parental signature(s) required on parent-consent form.

COOPERATIVE HEALTH OCCUPATIONS ASSISTANT PROGRAM (C.H.O.A.P.)

Program administered from Westinghouse Vocational High School, 3301 West Franklin Boulevard (60624); extended campus in health facilities located throughout the city.

Contact Person: Miss Anna C. Passarello, Director (312) 641-4438
Bureau of Health Occupations, Room 634
228 North LaSalle Street (60601)

Founded: 1966 Current Enrollment: 249 Ages Served: 16-17

Recognition: Illinois Office of Education, Division of Visual and Technical Education

Accreditation: North Central Association

Summary Goal: Prepare students for gainful employment in the various health occupations and/or entrance into an institution of higher learning in professional or allied health fields through an intensive core curriculum and on-the-job training focusing on diagnostic, therapeutic, preventive, restorative, and/or rehabilitative services to people.

Applicants: Students from Chicago public high schools who will be a minimum of sixteen years of age upon entry into their junior year.

Application Process: Application through high school counselors; parental consent.

Student Selection Procedure: Selection by the health occupations teacher-coordinator on basis of an interview and screening of school records, student's interest in the health field, successful completion of freshman and sophomore major credit courses, a designated level of expectation in reading, and willingness to participate in the shared-time program.

INDUSTRIAL COOPERATIVE EDUCATION (I.C.E.)

Home school: one-half of the school day

On-the-job training station: 15-20 hours per week

Contact Person: Mr. William Conroy (312) 641-4428
Bureau of Practical Arts and
Technical Subjects, Room 634
228 North LaSalle Street (60601)

Current Enrollment:
908 from 29 schools

Ages Served: 16-21

Recognition: Illinois Office of Education, School Approval Section

Accreditation: North Central Association

Summary Goal: Offer the secondary school student a cooperative vocational program of: (1) on the job, in-depth work experiences in a trade or skill in an industrially-oriented occupation selected in accordance with his interests, abilities, and desires, and for which he receives wages, and (2) class instruction related to his work experiences.

Applicants: Junior or senior students in participating high schools who are sixteen years of age or older.

Application Process: Application through student conferring with industrial cooperative education teacher-coordinator, or through teacher and/or counselor referral of student to I.C.E. teacher-coordinator.

Student Selection Procedure: Screening of application forms by teacher-team consisting of counselor, shop or drafting teacher, and I.C.E. teacher-coordinator; student interview with prospective employer; interview of student and parents conducted by I.C.E. teacher-coordinator; signature(s) of parents, student, I.C.E. teacher-coordinator, and employer required on training agreement.

COSMETOLOGY

Contact Person: Mrs. Jean B. Sachs, Director (312) 641-4426
Bureau of Home Economics, Room 634
228 North LaSalle Street (60601)

Current Enrollment: 434 in 7 high schools Ages Served: 15-17

Recognition: Illinois Office of Education, School Approval Section

Accreditation: North Central Association

Credit: Two credits for each of three years.

Summary Goal: Prepare sophomore, junior, and senior students to take examination for employment as licensed beauticians and for related fields upon completion of the program and licensing by the State of Illinois.

Applicants: Sophomore students in high schools in which the program is offered.

Application Process: Application obtained from cosmetology teacher or counselors at these high schools; application filed with the State of Illinois.

Student Selection Procedure: Selection on basis of achievement in reading; personal interview by cosmetology teacher; limitation of twenty students per teacher in accordance with rules and regulations of the State Beauty Culture Committee.

GEORGE WASHINGTON CARVER (AREA) HIGH SCHOOL
13100 Doty Avenue (60628) (312) 821-2650

MARIE SKLODOWSKA CURIE HIGH SCHOOL
4959 South Archer Avenue (60632) (312) 284-1700

PAUL L. DUNBAR VOCATIONAL HIGH SCHOOL
3000 South Dr. Martin Luther King Drive (60616) (312) 567-5400

PERCY L. JULIAN HIGH SCHOOL
10330 South Elizabeth Street (60643) (312) 821-2570

ELLEN H. RICHARDS VOCATIONAL HIGH SCHOOL
3037 South Wallace Street (60616) (312) 842-3734

NEAL F. SIMEON VOCATIONAL HIGH SCHOOL
8235 South Vincennes Avenue (60620) (312) 783-5462

GEORGE WESTINGHOUSE VOCATIONAL HIGH SCHOOL
3301 West Franklin Boulevard (60624) (312) 638-0131

EXECUTIVE HIGH SCHOOL INTERNSHIPS PROGRAM

Contact Person: Mr. Robert J. Lipshultz (312) 641-4432
Coordinator, Room 634
228 North LaSalle Street (60601)

Founded: 1974 Current Enrollment: 14 Ages Served: 16-17

Summary Goal: Enable students to gain both theoretical knowledge of and actual experience in the world of executives and organizations through a program in which they take a credited semester's sabbatical from their regular studies in order to serve, on a one-to-one basis, as special assistants to senior officials in government, private non-profit agencies, civic organizations, educational and cultural institutions, mass communications, and the private sector.

Applicants: Juniors and seniors enrolled in any public high school in Chicago.

Application Process: Application obtained from and filed at home school.

Student Selection Procedure: (1) Initial screening of applications by principal of home school; principal's recommendation that student has the following characteristics: maturity, initiative and flexibility, leadership, responsibility, sensitivity, prospective; (2) bringing together of student and his first, second, and third choice of program sponsors ("senior officials") brought together by coordinator for individual interviews: (3) final selection based upon sponsor/student matching.

AQUATIC SCIENCE PROGRAM

John G. Shedd Aquarium, 1200 South Lake Shore Drive (60605)

One afternoon per week: Thursday, 1:00 - 4:00 p.m.

Contact Person: Mrs. Sue Maxwell (312) 641-4577
Programs for the Gifted, Room 1114
228 North LaSalle Street (60601)

Program Started: 1972 Current Enrollment: 15 Ages Served: 16-17

Credit: One honors credit in science.

Summary Goal: Offer opportunity for students interested in marine biology, oceanography, and other aquatic science areas to investigate, at the Shedd Aquarium, the ecological interbalance between marine organisms and the effects of changes in the marine enrironment upon those organisms.

Applicants: Chicago public school students who will be juniors or seniors the following September.

Application Process: Application form obtained and filled out by student in February; signature(s) indicating parental approval required.

Student Selection Procedure: Teacher recommendation; screening of application form by principal in accordance with Illinois Office of Education guidelines for gifted programs; approval of principal; selection of 15-20 students by staff assistant who coordinates this program for the gifted; selection based on content of application.

ASTRONOMY PROGRAM

Adler Planetarium, 1300 South Lake Shore Drive (60605)

One afternoon per week: Tuesday, 1:00 - 4:00 p.m.

Contact Person: Mrs. Sue Maxwell (312) 641-4577
Programs for the Gifted, Room 1114
228 North LaSalle Street (60601)

Program Started: 1972 Curent Enrollment: 15 Ages Served: 16-17

Credit: One honors credit in science.

Summary Goal: Provide opportunity for students to use the resources of the Adler Planetarium for their study of the solar system and space exploration, cosmology and the structure of the universe, and for their involvement in the development and preparation of a Sky Show.

Applicants: Chicago public school students who will be juniors or seniors the following September.

Application Process: Application form obtained and filled out by student in February; signature(s) indicating parental approval required.

Student Selection Procedure: Teacher recommendation; screening of application form by principal in accordance with Illinois Office of Education guidelines for gifted programs; approval of principal; selection of 15-20 students by staff assistant who coordinates this program for the gifted; selection based on content of application.

58

MUSEOLOGY PROGRAM

Field Museum of Natural History
East Roosevelt Road at South Lake Shore Drive

Three afternoons per week: Monday, Wednesday, and Thursday
1:00 - 4:00 p.m.

Contact Person: Mrs. Sue Maxwell (312) 641-4577
Programs for the Gifted, Room 1114
228 North LaSalle Street

Program Started: 1970 Curent Enrollment: 15 Ages Served: 16-17

Credit: One honors credit in social studies and one honors credit in science.

Summary Goal: Acquaint students with the history, philosophy, functions, and management of museums through self-investigative activities pertaining to the origin, acquisition, preservation, and care of collections; planning of exhibits; scientific and research tasks; cultural and educational activities; services to the public; and organization of the Field Museum of Natural History.

Applicants: Chicago public school students who will be juniors or seniors the following September.

Application Process: Application form obtained and filled out by student in February; signature(s) indicating parental approval required.

Student Selection Procedure: Teacher recommendation; screening of application form by principal in accordance with Illinois Office of Education guidelines for gifted programs; approval of principal; personal interview conducted two weeks after application deadline by staff assistant who coordinates this program for the gifted.

RADIO-TV BROADCASTING PROGRAM

WBEZ Studios, Room 701, 228 North LaSalle Street (60601)

One afternoon per week: Tuesday, 1:30 - 5:00 p.m.

Contact Person: Mr. Charles Beirne (312) 641-4092

Program Started: 1972 Current Enrollment: 25 Ages Served: 16-17

Course Credit: One honors credit in Language Arts for each of two courses.

Summary Goal: Offer in the studios of WBEZ a two-year introductory course in the field of radio and television broadcasting which includes instruction in producing radio and television programs, conducting interviews, announcing, acting, and writing scripts.

Applicants: Chicago public school students who will have completed their sophomore year before September.

Application Process: In February, request for an audition made through counselor. Maximum of 6 students recommended for audition by home school in accordanc with Illinois Office of Education guidelines for gifted programs. Videotaped audition held in WBEZ Studio. Application filed after audition. Signature(s) indicating parental approval required.

Student Selection Procedure: Fifteen first-year course openings filled by students who were most successful in audition. Second-year course openings filled by students who received credit for first-year course.

COOPERATIVE LABORATORY PROGRAM

Home school: full day during the junior year

On-the-job training station: 20 periods per week during senior year; remainder of school hours at home school

Contact Person: Miss Anna C. Passarello, Director (312) 641-4438
Bureau of Health Occupations, Room 634
228 North LaSalle Street (60601)

Founded: 1969 Current Enrollment: 110 in 4 schools Ages Served: 16-17

Credit: 1.5 credits for junior-year course; 2.0 credits for senior-year course.

Recognition: Illinois Office of Education, School Approval Section

Accreditation: North Central Association

Summary Goal: Prepare students for full-time post-secondary employment in a medical-laboratory field by providing preplacement training during the junior year and on-the-job training, with related classroom study, during the senior year.

Applicants: Junior students enrolled in a participating high school.

Application Process: Application obtained from Cooperative Laboratory Program teacher-coordinator in participating high school.

Student Selection Procedure: Screening and selection by the Cooperative Laboratory Program teacher-coordinator, with one credit in biology required for entry. Parental approval required.

Participating Schools:

LUCY L. FLOWER VOCATIONAL HIGH SCHOOL
3545 West Fulton Boulevard (60624)
(312) 826-3388

JOHN MARSHALL HIGH SCHOOL
3250 West Adams Street (60624)
(312) 533-0073

HYDE PARK CAREER ACADEMY
6220 South Stony Island Avenue (60637)
(312) 493-1360

SOUTH SHORE HIGH SCHOOL
7529 South Constance Avenue (60649)
(312) 374-5600

PRACTICAL NURSING PROGRAM (High School Division)

Program administered from Cregier Vocational High School, 1820 West Grenshaw Street (60612); Extended-campus in health facilities located throughout the city.

Contact Person: Miss Anna C. Passarello, Director (312) 641-4438
Bureau of Health Occupations, Room 634
228 North LaSalle Street (60601)

Founded: 1966 Current Enrollment: 262 Ages Served: 16-17

Accreditation: National League for Nursing

Summary Goal: Provide a highly-structured program of instruction and practical training to prepare juniors and seniors to pass, at age 18, the State Board Examination in Practical Nursing while they simultaneously complete course requirements for high school graduation.

Applicants: Students from Chicago public high schools.

Application Process: Recruitment by counselors of high schools.

Student Selection Procedure: Screening at the home school by the practical nursing admissions counselor; preentrance examination; achievement at or beyond the average level of expectation in reading and mathematics; results of personal interview. Parental approval required.

October 15, 1977

TOPIC: Teacher-Involved Parent Education Program

PREPARED BY: Chicago Urban League

STATEMENT OF POSITION:

CWAC should include in the final desegregation plan a Teacher-Involved Parent Education Program (TIPEP) component similar to that outlined in the attached article. Such a program should be initiated on a limited trial basis in schools which will remain racially isolated or which have high concentrations of economically disadvantaged students.

NARRATIVE/RATIONALE FOR THIS POSITION:

The active involvement of parents in their child's education has been consistently documented as a major factor in determining the child's success in school. It is also equally well documented that many parents are willing, but not prepared to help their children with their school work.

A program such as the one described in the attached article will serve not only to teach parents how they can assist their children, but will also serve to motivate parental support for teachers and other school personnel. It is the position of the Chicago Urban League that such a shared responsibility for, and involvement in a child's education will benefit not only the child, but the school and the parents.

The Chicago Urban League proposes such a program because of the realization that many of Chicago's public school students will remain for some time in essentially segregated or racially isolated schools. If the City-Wide Advisory Committee does not implement programs designed to promote basic improvement in the educational programs available to those students, it will have failed a significant portion of Chicago's students.

SUPPORTING EVIDENCE:

See attached article.

CONTACT PERSON:

Name: Judson Hixson
Address: 1336 North Sedgwick
Phone: 944-6356

SUBMITTED BY: Chicago Urban League

Ben A. Outland Phi Delta Kappan Oct., 1977

Parent Education Can Significantly Affect Pupil Achievement

Parent education was found to have a significant effect on pupil achievement in a group of disadvantaged, black first-grade students in rural Macon County, Alabama. The mean verbal achievement test scores of students whose parents participated in a teacher-involved parent education program nearly doubled those of students whose parents did not benefit from supervised instruction.

The teacher-involved parent education program (TIPEP) consisted of 12 weekly 1½-hour instructional sessions, beginning in September and ending in December. Classes for parents and the regular class for students took place concurrently in different classrooms. The first-grade teacher and the principal planned, coordinated, and evaluated both classes. Professionally trained teacher aides supervised the regular class while TIPEP was in progress.

Each parent in the program spent at least 30 minutes daily reading with and talking to the child at home, and all parents used assignments prepared for them by the consultants. Five students met with the parents at each class session; students participated in different ways, for example, by reading stories selected from a group read to them by their parents during the week.

At each TIPEP session a trained consultant led the discussion after making a brief presentation. The consultant discussed methods, procedures, and materials that parents may use in communicating with their children. Although the first-grade teacher selected the topics for discussion, the consultants prepared their materials, presented them, and made the assignments for the coming week. Some of the issues discussed included how children learn to recognize words; speech, sounds, and phonetics; vocabulary building; word attack skills; numbers; art; and science.

This approach was used because we have found that rural, disadvantaged black parents tend to talk to their children very little except to give commands. The TIPEP approach also enables the parent to find out what their children are learning in the classroom by involving them directly in the teaching-learning process – both as their own children's teachers and as a TIPEP "student."

For the TIPEP experiment, we selected two schools, both of which were 97–100% black. The TIPEP program was used with the experimental group; no special parent involvement was used with the control group. Neither group knew that an experiment was being conducted. The test-retest design was employed; the Test of Basic Experiences (TOBE), Level K, General Concepts, was used for both pretest and posttest, as well as the Cognitive Abilities Test, Primary 1, Form 1. Both tests were administered in September, then again in December.

Of six variables, other than the TIPEP, tested with an analysis of covariance to determine if they had any effect on pupil achievement, five had no significant effect: parents' incomes, education, ages, occupations, and sex. Only the students' IQs, as measured by the Cognitive Abilities Test, significantly affected the scores. □

BEN A. OUTLAND (Tuskegee Institute Chapter) is director of research and personnel, Macon County Board of Education, Tuskegee, Ala.

TOPIC: Parent Monitoring and Evaluation Committees (PMEC)

PREPARED BY: Chicago Urban League

SUMMARY OF GOAL:

To establish PMEC to monitor and evaluate the implementation of all desegregation plans in each of three areas of Chicago (North, Central, South) and to report on a monthly basis to CWAC (see Chicago Urban League position paper on continuation of CWAC).

SCHOOLS INVOLVED:

All

NUMBER OF STUDENTS AFFECTED:

All

CHANGES REQUIRED/RECOMMENDED:

1) That each of the District Educational Councils in the North, Central and South areas of the city select one representative to that areas' PMEC. Each school in a given district has representatives on that district's advisory council. The representatives from each school in a district will then select that district's representative to the PMEC. Accordingly, this structure would provide and facilitate input from and two-way communication between individual schools through CWAC to the Board of Education.

2) That these areas be defined as including the following districts: (see attached map.)

   North: 1, 2, 3, 4, 5, 6, 7, 8, 24, 25

   Central: 9, 10, 11, 12, 15, 19, 23, 26

   South: 13, 14, 16, 17, 18, 20, 21, 22, 27

3) That the Chicago Board of Education provide each of these Committees with:

   a) one full-time professional staff person with experience in counseling, and/or social work as well as education.

   b) one full-time clerical person.

   c) office space with adequate telephone and supplies budget.

4) That staff of the Department of Justice Community Relations Service be asked to provide basic training for the Committees in monitoring and evaluation of educational programs in general and desegregation in particular. The Community Relations Service would also be able to provide training in the area of conflict resolution, negotiation and mediation. A description of the Community Relations Service is attached.

5) The PMECs should have authority to receive information from schools and Board personnel and to investigate problemmatic situations related to implementation of desegregation plans.

6) That it be clearly understood, however, that these groups are to act only in an advisory capacity and will make reports; including recommendations for changes in plans, programs, and/or procedures; on a monthly basis to CWAC.

7) CWAC will act as a forum to review these reports and present its (CWAC's) recommendations to the Chicago Board of Education and/or Board staff as is appropriate.

WILL YOUR PROPOSALS REQUIRE ADDITIONAL STAFF OR OTHER RESOURCES? X Yes ___ No.

3 Professional staff,	$12,500 @/yr.	$ 37,500
3 Clerical staff,	$10,000 @/yr.	30,000
3 Offices		N/C
Supplies and telephone charges	$ 2,500/office	7,500
		$ 75,000

HAVE YOU DISCUSSED THIS PROPOSAL WITH ANY PARENT OR COMMUNITY GROUPS?

___ Yes X No.

FINANCIAL IMPACT:

See above.

HOW WILL THESE CHANGES FACILITATE DESEGREGATION AND/OR IMPROVE THE EDUCATION OF AFFECTED STUDENTS?

In cities where desegregation plans have been effectively implemented, the active involvement of local citizens in the implementation has been an essential ingredient.

This monitoring/evaluation paradign will not only allow for on-going, first hand evaluation of desegregation plans; but will minimize feelings on the part of both students and parents that they are totally "controlled" by administrators at the Central Board. Further, committees such as those suggested can identify and evaluate problems it may take regular staff months to discover. Such a committee structure

would also significantly reduce the demands on regular Board staff and allow them to concentrate on the educational program. Finally, it can be anticipated that better understanding and closer, more cooperative working relationships between parents and Board staff will be achieved.

OTHER COMMENTS:

None

CONTACT PERSON:

Name: Judson Hixson
Address: 1336 North Sedgwick
Phone: 944-6356

SUBMITTED BY: Chicago Urban League

integrateducation

desegregation and the community relations service

ben holman

REPRINTED FROM INTEGRATEDUCATION
ISSUE 73
January–February 1975

BEN HOLMAN is Director of the Community Relations Service in the Department of Justice.

desegregation and the community relations service

ben holman

Since school desegregation is presently the subject of much discussion, I'd like to address myself specifically to some of the real or imagined problems associated with the implementation of desegregation plans and offer some suggestions which perhaps might help to eliminate them, or at least ease their impact.

The Civil Rights Act of 1964 gave birth to the Community Relations Service of the U. S. Department of Justice. The CRS is an agency created by Congress to help communities to resolve problems rooted in discriminatory practices which affect American Indians, blacks, Mexican Americans, Puerto Ricans, and other minorities. The authority to intercede in a racial difficulty is very broad. The law permits CRS to become involved whenever, in its judgment, ". . . peaceful relations among citizens of the community involved are threatened . . ."

First, let me point out that our work in school desegregation is quite extensive. CRS records show that in 1965, one year after the agency was created, we responded to seventy-seven requests for assistance in resolving problems associated with school deegregation. Of this number, fifty-two came from the south, twelve from border states, seven from the northeast, five from the midwest, and one from the west.

Our greatest effort to help resolve problems associated with school desegregation took place in a six-month period between August, 1970 and February, 1971. During the spring of 1970, the administration requested that we extend extra assistance in helping southern school districts to desegregate. To accomplish this, we developed a special project, which involved assigning forty-seven professionals to help school officials in Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North and South Carolina, and Texas to move in a smooth and orderly way from dual to unitary systems. The project's objectives included:

1. Conducting activities that would ease community tensions and avoid violence that could arise from desegregation.
2. Helping to create and promote programs and activities to deal positively with problems incidental to desegregation — thus enhancing the chances for peaceful and orderly desegregation.
3. Functioning as liaison between all federal agencies and offices with litigative responsibilities regarding desegregation and the involved school districts.

During the course of the project in nine states we helped 492 school districts in 409 counties. By and large the schools did desegregate peacefully, and the feedback from most of the districts we helped was that agency assistance contributed significantly to this smooth transition.

We believe that many of the problems associated with the implementation of desegregation plans can be avoided through proper advance planning. Although the conditions underlying desegregation of northern, midwestern, and western school systems are not identical to those of the south, we feel that there is a common thread running through all of them. This thread is the stress and high passion which frequently accompany desegregation — and the common solutions that apply to many of the problems.

One basic problem that occurs in practically every community that must desegregate its schools is the failure of the school administration to thoroughly inform parents of what is to take place.

This failure is truly amazing, especially in these days of instantaneous worldwide communication. There is usually a minimum of information disseminated to the total community about what is to take place, what the school system is doing, and what the procedures for implementation of the plan are. Frequently it appears that the plans were drawn up in an information vacuum. The school administrators seem to feel that release of this information will have a detrimental effect. But where information vacuums exist, we find that administrators, teachers, parents, students, and the community as a whole generally are plagued with rumors, fears, false statements, and speculative plans — all of which further exacerbate matters of legitimate concern.

One approach to this situation is to develop a rumor control or citizen information center. This type of center is a widely advertised telephonic service which citizens can call to get factual information or to verify unconfirmed reports during periods of high tension or crisis. All matters of importance could be widely disseminated through the center, as well as through the print and electronic news media, rather than remaining hidden in some official's desk or files.

The community should have thorough knowledge as to whether desegregation stems from a court order, an administrative order, or a voluntary plan. It must have specific information on what students will go where, and how they will get there. It must know about the curricular and extracurricular activities at the new school. And it must be assured regarding the security of students en route to the new school, in the new school, and from the new school.

All these are important issues not to be taken lightly. They touch parents closely because it is in the homes of the students and parents involved that the issue ceases to be abstract and becomes very real. A thorough understanding is vital, I think, for peaceful desegregation.

Another problem is inadequate orientation for those directly involved in the desegregation process.

Many school districts fail to prepare teachers and students adequately for the change and for the new experiences they will have. If school personnel are not prepared to recognize and eliminate inflammatory racial symbols and terminology, and to be aware and accepting of cultural differences, the level of interracial tension will increase.

We think that in-service training for all school administrators, teachers, bus drivers, counselors, and kitchen personnel affected by the change is the most practical solution to this problem.

Security is another problem which should be dealt with forthrightly.

Parents will always be concerned about the safety of their children as they move from one school to another. This is especially true in the movement of primary grade students.

One way to cope with the problem is to explain the movement process to the parents as soon as possible. Coupled with the explanation should be a plan which relates to the fears of parents for the safety of their children on the buses, at various transfer points, and at the new school. Some ways of allaying parental concern and overcoming fears which might arise, would be to allow a representative group of parents to ride the buses for a while, to utilize biracial monitoring teams at transit stops, and to incorporate parents with the security personnel. One city is toying with the idea of establishing monitoring committees to accompany the children to the buses, from the buses to the schools, and to serve as teacher aides while in school.

Another aspect of security which should be planned for and coordinated is the relationship between the police and the school security guards. Proper coordination will often forestall minor fights and having to call the police in, escalating the problem by their presence.

Students who are transferred to new schools face a number of peculiar problems which often are not dealt with properly.

These problems include unfamiliar surroundings, making new friends, being exposed to new organizations, losing their positions on athletic teams. How well the transferred students are treated and how well they adjust to student life at the new school will set the human tone for the entire school desegregation process.

We believe that all those involved in the desegregation process at the new or receiving school should develop methods for resolving problems the new students are likely to face. Coming to grips with these problems will set the tone for resolving other problems that might arise. Two ways of meeting such problems constructively are to develop a student rights code or a buddy system. With the buddy system, new students and faculty would be paired with students and faculty from the receiving school to help familiarize them with the new surroundings.

A further refinement of the buddy system is to bring together parents, teachers, and students from both the receiving and sending schools to meet, discuss, and develop procedures and policies at the new school.

The quality of education at the new school is always a question.

Parents are legitimately concerned about the nature and quality of education their children will receive at the new school. We have found that many districts are moving to allay this concern. Some are beginning to involve parents in in-service education through a series of workshops and seminars so that they will know the qualifications of teachers, the extracurricular activities, the differences in reading programs, and changes or readjustments their children will have to make at the new school. We think this an excellent approach to resolving this problem.

Another problem is the reactions of blacks to too much one-way busing.

Although there is widespread disagreement among blacks regarding desegregation, I think that most will agree that if busing is to take place, there should be equity in the hardships imposed by it.

The only way to deal justly with this concern is to assure that there is busing in both directions, that there is total desegregation of the schools' staffs, that all the schools are equal in the quality of education offered, and that formerly all-black schools will be utilized without changing their names or destroying their historical achievements.

Lack of use by some school districts of all the federal resources available for desegregation is another problem.

Emergency School Aid Act (ESAA) funds, for example, can be used for a number of innovative efforts, such as monitoring committees and the employment of parents as teacher aides. Title I funds can be tapped for instructional purposes during the

desegregation process, and Title IV desegregation centers can be used to provide technical assistance to committees faced with desegregation. Human relations and remedial programs can also get federal assistance. School systems should fully utilize these resources.

School desegregation is an emotional and volatile issue but the ten years of CRS experience have demonstrated that many of the problems which arise during the process can be resolved when city and school officials, civic leaders, and minority leaders sit down and make plans for coming to grips with the issue.

How did some of the southern communities — obviously not all — make desegregation work so well?

In my opinion, many made it work through intensive planning, community preparation, and meticulous implementation of plans that had community input. In those communities, the total leadership, including chambers of commerce, was brought together to identify and head off problems before they reached an alarming stage.

They usually did not defend desegregation or busing but they did defend abiding by the law and preserving the public school system.

The news media played a significant role by presenting factual, non-inflammatory coverage of conflicting activities and view on both sides of the issue. In one city, one of the most effective advertisements was a picture of the city's biggest high school with a "for sale" sign in front of it. The ad said in part: "This is what can happen to our entire public school system if we don't get together and work things out."

The role of the city police, in each instance, was crucial. Advance planning was necessary and although the police were mobilized and ready, they were in the background — not on the buses nor in the schools.

Within the school system itself, boards of education and school administrators contributed significantly and consistently to the efforts to bring about smooth implementation. They worked closely with the community, cooperated with the press, took numerous steps on their own to keep accurate information flowing, and invested considerable time and money in the preparation of teachers and administrators for their new assignments.

What are some of the things northern school systems facing desegregation should do?

Whether facing desegregation because of a federal court ruling or action from some other enforcing agency, a community tends to polarize quickly. One basic thing that should be done is to change the climate from one of hostility and potential conflict to one with at least a minimal level of tolerance. We at CRS have found that the best method for effecting this change is to rally the community at large around the common denominator of avoiding violence.

In the North — as contrasted to the South where feelings have been more open and in some ways much easier to deal with — a great amount of hypocrisy exists. We believe it is important to develop constructive alternatives before tension builds to a high level and the community further polarizes.

Essential to this effort is the announcement by community groups, businessmen, chambers of commerce, and other leaders, and editorials in the news media stating that whatever the disagreements regarding the merits of the desegregation plan, the entire community must avoid actions that could compound the problem and further divide the community.

Another step the northern communities could take, which proved successful in some southern communities, is to create a community-wide task force composed of representatives of all groups and institutions involved in the desegregation process. This would include the school system, parent groups, students, local government, police, private organizations, human relations commissions, the total community.

The major purposes of the task force would be:

1. Serving as a coordinating body to deal with contingencies and coordination, and
2. Serving as a focus for widespread community involvement.

A strong schoolwide human relations program which addresses itself to in-service training of staff for the total school system may prove very effective. Management teams can be selected and trained at each school to be alert to potential problems and to work out solutions on an ongoing basis.

A problem which often arises, especially when school districts are merged, is the need for dealing fairly with promotions and demotions of teachers and administrators.

We recommend that an affirmative action plan to deal with this problem be developed cooperatively by school board members, administrators, and teachers.

Over the past four years we at CRS have devoted thirty-six percent of our resources each year to resolving disputes associated with racial conflicts and tension in education systems. Our goal with regard to public school desegregation in the North, Midwest, and West is the same as our goal in the South. That goal is solid, peaceful, and orderly implementation of desegregation plans.

October 15, 1977

TOPIC: Continuation of the City-Wide Advisory Committee

PREPARED BY: Chicago Urban League

STATEMENT OF POSITION:

The Chicago Urban League recommends that the City-Wide Advisory Committee continue operation throughout the implementation of desegregation plans in Chicago.

NARRATIVE/RATIONALE FOR THIS POSITION:

The development, submission and approval of a desegregation plan is only the first; and often the least difficult; step in the long chain of events which will lead to desegregation of Chicago Public Schools.

It is the position of the Chicago Urban League that successful implementation of desegregation plans in Chicago will be an infinitely more difficult task than the development of theplans on paper. Such successful implementation will require not only the dedication of Board staff, but the active involvement of persons who have close and direct ties to the communities in which changes will occur. Successful implementation will also require that there is coordination between and among the many groups and organizations working to implement the plan.

The Chicago Urban League feels that CWAC; organizational problems not withstanding; is the best group to assume that central coordinating responsibility.

The Chicago Urban League also recommends that CWAC retain its status as an official advisory committee to the Board of Education, and that the Board assign one administrator with official responsibility and authority for coordinating the implementation of desegregation plans.

The Chicago Urban League finally recommends that if CWAC is in fact continued that it (CWAC) act as a catalytic body to establish an even broader network of communication and facilitate on-going planning for what must be a multi-year prospective.

SUPPORTING EVIDENCE:

1) Summary section on "Leadership from Community Organizations from Fulfilling the Letter and Spirit of the Law, a report of the United States Commission on Civil Rights, August 1976.

CONTACT PERSON:

Name: Judson Hixson
Address: 1336 North Sedgwick
Phone 944-6356

SUBMITTED BY: Chicago Urban League

Leadership from Community Organizations

Although data collected by the Commission suggest that in most instances school superintendents and their staffs provided the strongest leadership in preparing communities for school desegregation, community organizations have also played positive roles in many school districts.[88] The Memphis Chamber of Commerce was instrumental in forming an organization, Involved Memphis Parents Assisting Children and Teachers (IMPACT), which sponsored a telephone rumor control system, newspaper and television advertisements supporting school desegregation, a speakers bureau, neighborhood meetings, and factsheets explaining the desegregation plan.[89] In Denver, two organizations, People Let's Unite for Schools (PLUS) and the Community Education Council (CEC), engaged in a variety of activities to involve and inform the community.[90] PLUS, a coalition of more than 40 organizations, operated a rumor control clinic; created a

public education task force which developed a pamphlet explaining the court order[91] and the history of the case; established a speaker's bureau staffed by persons knowledgeable about the court order; and provided a forum for communication between parents, students, and teachers of the sending and receiving schools.[92]

Denver's Community Education Council, established by the court, consists of a cross-section of prominent citizens who coordinated the actions of a number of agencies involved in desegregation. The council also provided the community with factual information about the court order and served as a communication channel between the community and the schools. Council members continue to monitor implementation of the order.[93]

Ongoing Involvement

While the high level of communication established between the school and community during the early stages of desegregation tends to decrease after the school desegregation plan is implemented, many school districts continue to sponsor community-school activities throughout the first few years. Parent volunteers in some school districts have become a part of regular school operations, and local community organizations have continued to sponsor human relations activities.[94] Through such programs parental

involvement in school districts often increased, bringing the home and the school in closer contact.

William Choker, a Denver parent, commented at the Commission's hearing:

> The level of parent involvement has certainly improved since integration...was implemented. It has tripled or quadrupled...resulting in, I think, a very excellent organization that, in my opinion, has done a tremendous job, not only in the Manual [High School] community, but extending as far as the southwest and southeast sections of the city.[95]

At the Tampa hearing, elementary school principal Dora Reader also spoke of the increase in parent participation:

> ...before integration I had such a hard time getting PTA going and getting parent involvement....
>
> We do have more parent participation than we have ever had. Our teachers don't have to worry about the class parties and all of the field trips and all the other things that parents get involved in....[96]

Some school districts have more formal ongoing vehicles for community involvement which are often created by court orders. In Louisville, a citizens' advisory committee was established by the school administration to provide a forum for expression of problems, concerns, and suggestions pertaining to school desegregation.[97] However, the effectiveness of the committee has been questioned by community leaders because it has no real authority. A

hearing witness stated that he felt an "essential ingredient" for such a committee was a "formal charge from the Federal court" with specific responsibilities.[98] In Denver, as previously mentioned, the court-created Community Education Council is responsible for continuous monitoring of the school desegregation process. This results in regular observation of the school environment by community volunteers.[99] The Bi-Racial Advisory Committee to the Hillsborough County School Board also provides a line of communication between the community and the school board.[100] Although the responsibilities of these court-mandated committees often have needed clarification,[101] they have provided the "community" with an effective means of communication and helped maintain community involvement in the ongoing school desegregation process.

With planning and ingenuity, school administrators have engendered community support and acceptance of school desegregation and brought the community, home, and school in closer contact.